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ABSTRACT

This book describes how teachers have taught students to behave like working mathematicians who conjecture and prove within a community of learners through the use of microcomputers and the "Geometric Supposers" software. The first section discusses the definition and importance of the conjecture, describes inquiry skills and understandings students should develop, and argues against seven commonly accepted myths. The second part answers questions typically asked by teachers about: (1) student's conjecturing; (2) curriculum; (3) ways to merge conjecturing into what students are already doing; (4) laboratory sessions including planning, setting expectations, guiding students as they explore, and evaluating laboratory work; (5) classroom discussions after the laboratory; (6) traditional laboratory sessions; and (7) whole-group exploration. The third part discusses some questions to be considered by the school community, students, and teachers before using a computer tool. A hypothetical introductory lesson with the Supposers is appended. (YP)

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